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ABSTRACT

The 11th annual report to Congress from the National Advisory Council on Indian Education (NACIE) is dedicated to Navajo educational advocate Annie Wauneka and details activities during fiscal year 1984. Part I contains an introduction, an overview of the Council, legislative history, and lists of council members and committees. Part II details 1984 functions and activities including highlights of Title IV testimony from 87 individuals at 3 meetings. Part III provides NACIE recommendations to Congress and the Secretary of Education which include reauthorizing/appropriating the Indian Education Act of 1972, Title IV, amending the act to provide "Indian Preference" employment policies for staffing the Department of Education Title IV Indian Education Program Office (IEP), and re-designating IEP as an independent agency within the Department of Education. Part IV describes components of Title IV programs; summarizes objectives, activities, outcomes, and evaluation data for six Part A Formula Grant programs; and lists recipients, students served, and amounts of four education personnel department grants, three service grants, and five Indian fellowship grants. Part V contains a glossary and tables showing state-by-state distribution of funds awarded to Title IV grantees. Also included is a map showing locations and dates of the 51 full NACIE meetings. (NEC)

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MEETING THE CHALLENGES OF EDUCATIONAL CHANGE FOR INDIAN PEOPLE

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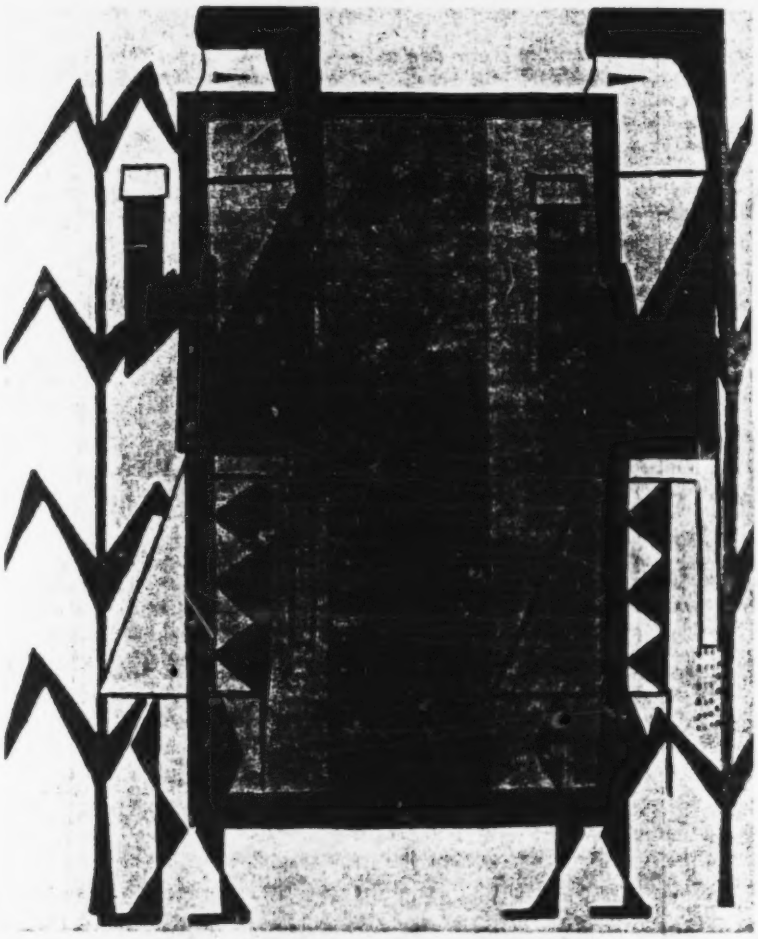

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The 11th Annual Report to the Congress of the United States
National Advisory Council on Indian Education

1985

RC015555

COVER

Corn Dancer

The artist of the illustration on the cover is Francis Tafoya, a Santa Clara Tewa Pueblo Indian, who is a 1969 graduate of the Institute of American Indian Arts (IAIA) in Santa Fe, NM.

Tafoya studied at IAIA from 1967-1969. He taught art and history in the Espanola Valley School System, Espanola, NM, from 1969-1973 and currently is employed by the Santa Clara Pueblo Educational Programs.

Working in painting since 1967, Tafoya has won local and regional awards for his creations, including eight Northern Pueblos Arts and Crafts Exhibitions, the Southwestern Association Indian Arts Annual Market, and many others. His work reflects a commitment to and love of the traditions of his people.

Before Santa Fe became a center for the arts, the IAIA and schools for music and drama offered Indian students a chance to learn about the fine arts. Memories of the 1960s at the Santa Fe Indian School, as it was then known, included academic learning in a campus setting. It was one of the finest Indian schools. Then hard times came and during the 1970s, enrollment dropped. Although smaller now, the Institute still produces successful graduates such as Francis Tafoya. The Institute is now housed in the College of Santa Fe. Jon Wade is its President.

IAIA has provided arts instruction and training for more than 20 years for American Indian, Alaska Native, and Aleut peoples. It is the only college specifically dedicated to helping Native Americans of all ages enter the Indian arts and crafts market and has been cited by UNESCO as one of the seven most unique art programs in the world for indigenous peoples. Artwork by IAIA students and exhibitors illustrates this report throughout.

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MEETING THE CHALLENGES
OF EDUCATIONAL CHANGE FOR INDIAN PEOPLE

11th ANNUAL REPORT TO THE

CONGRESS OF THE UNITED STATES

FISCAL YEAR 1984

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
2000 L Street N.W., Suite 574
Washington, D.C. 20036
(202)634-6160

ANNUAL REPORT COMMITTEE

Chair: Grace Goodeagle
Members: Louis Bruce
Evalu Russell
Fred Nicol, Jr.
Consultant: Ruth E. Thaler

DEDICATION

The 11th Annual Report of NACIE is dedicated to Annie Wauneka, a tireless supporter of and fighter for quality education for Indian people. She is a member of the Navajo Tsennijikine Clan (House Below the Cliff People) and represented the Klayetoh area of District 17 of the Navajo Tribe from 1951 to 1978 -- the first woman elected to serve on the Council. Born in 1910, Mrs. Wauneka today remains active in Indian affairs as she has been all her life. Currently, she is a special Staff Assistant to the Office of the Chairman/Vice Chairman of the Navajo Nation, but that is only one aspect of her long service to Indian people.

The list of service by and awards to Annie Wauneka takes up four pages and cannot be reproduced here. However, several key activities may give a picture of this dedicated woman. She was instrumental in improving education, health, and sanitary conditions for the Navajo, a vital figure in the fight against tuberculosis, infant mortality, and alcoholism on the reservation. She campaigned for better education through the years, receiving the Award for the Advancement of Education, New Mexico Education Association, in 1960; U.S. Presidential Medal of Freedom, the highest civilian award presented by the U.S. -- first and only Indian recipient -- in 1963; an honorary doctorate in humanities from the University of Albuquerque in 1972; a Certificate of Appreciation from the Oakland, California Unified School District in 1978; a Certificate of Appreciation "for her outstanding example" from the Ganado Public School District in 1980; and a Joint Memorial tribute from the New Mexico 34th Legislature in 1980.

She became interested in education as a cause at age 13 when her father, Henry Chee Dodge, became the first Chairman of the Navajo Tribal Council. Following his example, she became a lifetime champion of education for her people. While her formal education ended with 11th grade, her life has been a continuing learning and teaching process. She originally became known nationally as a crusader against tuberculosis and then as a leader in educational issues. She sees education as the Navajo's key to the future and campaigns to get Indian parents more involved in their children's learning.

Through a radio program and her work as a health and education lecturer, Annie Wauneka has been a strong voice for educational quality and public health concerns. Her lifetime of service to her people makes her a fitting person to embody the 11th Annual Report of the National Advisory Council on Indian Education.

NATIONAL
ADVISORY COUNCIL
ON INDIAN EDUCATION

2000 L Street, N.W., Suite 574
Washington, D.C. 20036
(202) 634-6160

May 1985

To the Congress of the United States:

It is a privilege to submit for your information the 11th Annual Report of the National Advisory Council on Indian Education (NACIE). The highlight of the year, among many gratifying achievements, was Congressional and Administrative approval to extend Title IV of the 1972 Indian Education Act. This and other achievements cited in the enclosed report give rise to an optimistic vision of Indian education.

Indians today are a young group of Americans. Indian youth is the largest and fastest growing segment of the Indian population. They are the greatest asset for the future. They are eager to involve themselves in their own destiny -- to help shape the type of education that they receive. Indian youth are becoming better educated and more aware of the choices open to them. They are qualifying themselves for employment in ever-increasing fields. Because of the Indian Education Act, Indian youth are meeting the challenges of education. There is reason to be optimistic.

To ensure this vision of optimism for Indian education, it will be necessary to recognize that the dreams and the reality of significant undertakings are indivisible -- that the important ingredient to success is the spirit of determination. Indeed, Title IV funding is critical to develop pilot programs and point the way, but Indians must learn to favorably influence their own destiny and reclaim their heritage of self-esteem.

To meet the challenge of education for their children, Indian people have begun to take accountability for the results that materialize around them. With the assistance provided, in part by Title IV, Indian educators and students are engaged in positive, constructive, and creative educational endeavors. A lesson has been learned: Indian people have within themselves the potential to ensure the success of Indian education -- of the Indian way.

The enclosed NACIE 11th Annual Report provides a brief glimpse of the successful accomplishments of the past year. More importantly, it provides insights on how Indian people will meet future education challenges. You are invited to review the report's contents carefully.

Sincerely,

Thomas E. Sawyer

Thomas E. Sawyer, Ph.D.
Chairperson

CONTENTS

		Page
Dedication		ii
Letter of Transmittal to the United States Congress		iii
Part I:	Introduction	1
	Overview of NACIE	2
	List of Council Members	3
	List of Committees	4
	Legislative History	5
Part II:	NACIE Functions and FY'84 Activities	6
Part III:	Recommendations to Congress	15
Part IV:	Title IV -- Major Components	17
	Exemplary Programs	18
Part V:	Glossary, Appendices, and Tables	31

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PART I

INTRODUCTION

This 11th Annual Report of the National Advisory Council on Indian Education (NACIE) is hereby submitted to the Congress of the United States. The report period is October 1, 1983, through September 30, 1984.

NACIE continues to fulfill its legislative mandates by assisting the Department of Education to: select a director of the Title IV Indian Education Programs office whenever vacancies occur; make recommendations on all significant matters that affect Indian education; present status reports; identify trends that have a direct influence on the quality of education, and in general advise the Congress and the Administration on significant areas of education for American Indians and Alaska Natives.

This year's Council activities were highlighted by participating in the search, interview process, and selection of nominees for the Indian Education Program Directorship which was vacated in August 1982. Along with this responsibility, the Council devoted much effort to communicating to the Congress and to the Administration the necessity of reauthorizing the Indian Education Act of 1972.

A constant Council agenda item was to insure that American Indian and Alaska Natives were aware of the many educational reforms/changes that resulted from the renewed national emphasis on excellence in education. Many significant learning practices and strategies now exist to help students come closer to reaching their potentials. Responsible Indian education authorities are being informed where funds and human resources can be used best to improve education.

A special section of this Report reflects on how Indian people feel about priorities for improved education. Council members were surveyed to identify what they feel are most important in the movement toward better education. The rank-ordered priorities are a good general reflection of how many Indian people feel.

The Council is pleased to report that there are many areas of success in Indian education. The Indian Education Act of 1972 (P.L. 92-318) continues to serve an integral role in the network of federal/state education services.

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OVERVIEW OF
THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE),
A PRESIDENTIALLY-APPOINTED COUNCIL

NACIE is the sole Indian organization designated as an "Executive Agency" of the United States Government.

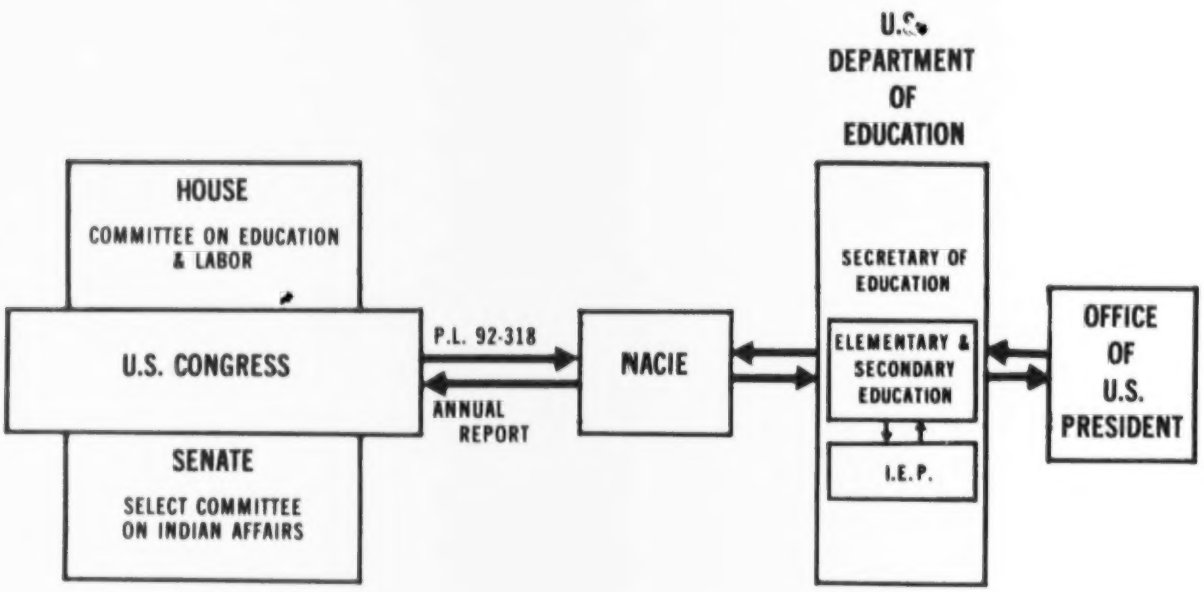

Figure 1

This chart depicts the relationship of NACIE to the United States Congress and to the Executive Branch.

NACIE MEMBERS AND STAFF

Presidential Appointees and Tribal Affiliations:

Thomas E. Sawyer, Chairperson
(Alabama-Quassarte)
President, Indian Affiliates
555 South State St. - P.O. Box 1134
Orem, UT 84058

Robert B. Brewington (Tuscarora)
Brewington's Welding Corporation
P.O. Box 565
Pembroke, NC 28372

Terrance J. Brown (Karuk)
1400 Shattuck Ave., Suite 756
Berkeley, CA 94709

Louis R. Bruce (Mohawk-Sioux)
President
Native American Consultants, Inc.
725 Second Street, NE
Washington, D.C. 20002

Robert Chiago (Navajo)
Robert Chiago and Associates
3609 East 3800 South
Salt Lake City, UT 84109

Marie Cox (Comanche)
Homemaker and Child Advocate
3201 Shadybrook Drive
Midwest City, OK 73110

Dennis Demmert (Tlingit)
Director, Alaska Native Programs
University of Alaska
Fairbanks, AK 99701

Grace Goodeagle (Quapaw-Potawatomi)
600 New Hampshire Ave. NW, Suite 1000
Washington, DC 20037

Christina C. Harte (Menominee)
Systems Engineer
IBM Corporation
One IBM Plaza
Chicago, IL 60611

Fred Nicol, Jr. (Shoshone)
Hoffman Associates
165 South 5th Street
Lander, WY 82520

Evalu Russell (Kiowa)
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of Oklahoma
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Anadarko, OK 73005

Clarence Skye (Sioux)
Executive Director
United Sioux Tribes of
South Dakota
P.O. Box 1193
Pierre, SD 57501

Michael Stepetin (Aleut)
1619 Southeast Morrison Ave.
Portland, OR 97214

Eddie Tullis (Creek)
Tribal Chairman
Poarch Band of Creeks
P.O. Box 1184
Atmore, LA 36504

Robert Youngdeer (Cherokee)
Principal Chief
Eastern Band-Cherokee Indians
P.O. Box 455
Cherokee, NC 28719

These members served in the reporting period October 1, 1983 - September 30, 1984. As provided in 5 USC 1233b, these members continue to serve until the President appoints their successors.

Staff:

Lincoln C. White (Mohawk), Executive Director
Debbie Vozniak, Administrative Officer
Denise Bambi Kraus (Tlingit), Research Assistant
Joyce E. Stanley, Secretary Typist

NACIE COMMITTEES

EXECUTIVE COMMITTEE

Chair:	Thomas Sawyer
1st Vice Chair:	Robert Chiago
2nd Vice Chair:	Eddie Tullis
1st Member at Large:	Dennis Demmert
2nd Member at Large:	Robert Brewington

LEGISLATIVE, RULES, & REGULATIONS COMMITTEE

Chair:	Dennis Demmert
Members:	Terrance Brown
	Louis Bruce
	Robert Youngdeer

GOVERNMENT PROGRAMS STUDY COMMITTEE

Chair:	Michael Stepetin
Members:	Robert Brewington
	Fred Nicol, Jr.
	Clarence Skye
	Eddie Tullis

TECHNICAL ASSISTANCE, RESEARCH, & EVALUATION COMMITTEE

Chair:	Christina Harte
Members:	Marie Cox
	Dennis Demmert
	Evalu Russell

ANNUAL REPORT COMMITTEE

Chair:	Grace Goodeagle
Members:	Louis Bruce
	Fred Nicol, Jr.
	Evalu Russell

SEARCH COMMITTEE

Executive Committee

PROPOSAL REVIEW COMMITTEE

All Council Members

LEGISLATIVE HISTORY

American Indian tribes negotiated for educational services with the United States Government as early as December 1794, when the Oneida Nation and the United States signed a treaty which included assurances of education for Indians. Subsequently, Congress approved 118 treaties between Indian tribes and the United States. In 1819, for instance, Congress passed an Act to provide $10,000 for Indian education. This treaty period ended in 1871 but the direct relationships between American Indians and the United States Government continues up to contemporary times.

Many Congressional Acts served as significant benchmarks to denote the federal responsibility for Indian education. The Snyder Act of 1921 still serves as the basic legislative instrument for a major portion of funds for Indian education. The Johnson-O'Malley and IRA Act of 1934 provided significant authorization for improved education. The Indian Education Act of 1972 (Public Law 92-318, as amended) remains one of the most important legislative acts for assisting American Indians to maintain stability in this rapidly changing American and world society.

NACIE is obligated to act as an interpreter of the various Congressional Acts and their attendant rules and regulations so Indian people can best use educational services to live well within the infrastructure of tribal nations and other Indian communities.

The Education Amendments of 1984 (Public Law 98-511) is the most recent legislation change affecting Title IV.

Another example of significant change is in governance of local schools serving Indians. Statutes such as Title IV have provided access for local control which is vital to community and tribal pride. Parent Advisory Committees have developed rapidly among Indian communities. Laws such as Public Law 95-561 have brought many Indian school boards into existence. This decade-old movement is reaching many people and aids Indians to become self-determining in educational matters.

Judging by the details of the Title IV public hearing reports, public testimony by Indians, and related supportive information, the Congress of the United States and the Administration definitely should continue to authorize educational services sponsored under statutes such as Public Law 92-318, as amended. These indications strongly support the need of continued Indian education activities and programming.

The continuation of Title IV is extremely important. Indian people, on and off reservations, need this kind of supplemental education to enrich and promote success and as a key to achieving economic parity or "the good life." Tribal people recognize that good education serves as the catalyst for improving their socioeconomic conditions. The Indian Education Act activities provide this vital catalyst.

PART II

NACIE FUNCTIONS AND FY'84 ACTIVITIES

The Council shall advise the Congress and the Secretary of Education with regard to programs benefiting Indian children and adults. More specifically, the Council shall, as mandated by the Indian Education Act (Public Law 92-318), Section 441(a) and Section 442(a), (b), (c), & (d), carry out the following:

Mandate 1: SUBMIT TO THE SECRETARY A LIST OF NOMINEES FOR THE POSITION OF DIRECTOR OF INDIAN EDUCATION PROGRAMS (IEP).

Background on Vacancy:

- Frank Ryan left the Directorship of IEP in August 1982 for another position in the Department of Education; Hakim Khan, Deputy Director of IEP, was appointed as the Acting Director. The NACIE full Council Meeting in August 1983 authorized the Executive Committee to serve as the Search Committee for a new Director and subsequently met with the Assistant Secretary for Elementary and Secondary Education, et al., to initiate the search. The Assistant Secretary submitted a position description to NACIE for review and announced the general procedures for filling the vacancy.

FY'84 Activities:

- 10/3/83 - Senior Executive Service (SES) Vacant Position Announcement Number ED-41 ready for distribution (opening date of 10/3/83, closing date of 11/4/83);
- 10/20/83 - NACIE mailed job announcement to more than 2,000 tribes, organizations, colleges, and individuals;
- 10/21/83 - NACIE announced directorship vacancy at the National Indian Education Association Conference in San Jose, CA;
  - Recommended criteria for selecting Director of IEP as per Announcement Number ED-41;
- 11/4/83 - Names of 47 applicants submitted to Department of Education, Personnel Office, Washington, D.C.;
- 12/14/83 - Senior Executive Service panel of three, including NACIE Chairperson, screened all of the eligible applicants and produced rank-ordered list. Results: 5 in Outstanding Group, 4 in Superior Group;
- 1/19-20/84 - NACIE Search Committee (Executive Committee) interviewed candidates;

Mandate 1 con't.

- 1/25/84 - NACIE Search Committee rank-ordered list of nominees and sent to Secretary of Education;
- 2/29/84 - Search Committee reported their decision on rank-ordered list of nominees to full Council;
- 6/22/84 - NACIE Chairman sent inquiry to Secretary of Education Bell asking why no Director had been appointed;
- 7/17/84 - Secretary of Education Bell wrote NACIE Chairman requesting that the full Council authorize the Search Committee's rank-ordered list of nominees;
- 7/18/84 - All 15 members of Council were polled; 11 of 15 approved the rank-ordered list (two disapproved, two abstained);
- 7/30/84 - Secretary of Education Bell approved first rank-ordered candidate;
- 8/1/84 - NACIE Chairman wrote to Secretary of Education Bell requesting action on NACIE recommendation and/or a decision on selection of Director of IEP; and
- 9/30/84 - No action had been taken on the first rank-ordered candidate.

Mandate 2: ADVISE THE SECRETARY OF EDUCATION WITH RESPECT TO THE ADMINISTRATION (INCLUDING THE DEVELOPMENT OF REGULATIONS AND OF ADMINISTRATIVE PRACTICES AND POLICIES) OF ANY PROGRAM IN WHICH INDIAN CHILDREN AND ADULTS PARTICIPATE FROM WHICH THEY CAN BENEFIT, INCLUDING TITLE III OF THE IMPACT AID ACT OF SEPTEMBER 30, 1950 (P.L. 81-874) AND SECTION 810; TITLE VIII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (AS ADDED BY TITLE IV OF P.L. 92-318 AND AMENDED BY P.L. 93-380), AND WITH RESPECT TO ADEQUATE FUNDING THEREOF.

FY'84 Activities:

- 2/29 - 3/1/84 - Full Council studied the Title IV Proposed Rules; submitted recommendations to the Secretary of Education that Title IV Parent Advisory Committees should be allowed approval of the Title IV, Part A project application.

Mandate 3: REVIEW APPLICATIONS FOR ASSISTANCE UNDER TITLE III OF THE IMPACT AID ACT OF SEPTEMBER 30, 1950 (P.L. 81-874), SECTION 810 OF TITLE VIII OF THE ELEMENTARY AND SECONDARY ACT OF 1965 AS AMENDED, AND SECTION 314 OF THE ADULT EDUCATION ACT (AS ADDED BY TITLE IV OF P.L. 92-318), AND MAKE RECOMMENDATIONS TO THE SECRETARY WITH RESPECT TO THEIR APPROVAL.

FY'84 Activities:

- 11/4/83 - NACIE monitored and evaluated the Title IV, Part C, Supplemental Funding Proposals; and

- 5/25-28/84 - Full Council coordinated a review of the 1984 Title IV Proposals and Field Readers Evaluation for: Title IV Part A-Indian Controlled Schools; Part B-Services, Planning, Pilot, and Demonstration and Education Personnel Development; and Part C-Planning, Pilot, and Demonstration, Services, and Indian Fellowship awards. NACIE submitted recommendations to Secretary of Education Bell.

Mandate 4: EVALUATE PROGRAMS AND PROJECTS CARRIED OUT UNDER ANY PROGRAM OF THE DEPARTMENT OF EDUCATION IN WHICH INDIAN CHILDREN OR ADULTS CAN PARTICIPATE OR FROM WHICH THEY CAN BENEFIT, AND DISSEMINATE THE RESULTS OF SUCH EVALUATIONS.

FY'84 Activities:

- 10/21 - 24/83 - Full Council meeting in San Jose, CA. NACIE held public hearings on Title IV. Council attended and participated in the National Indian Education Association Annual Conference;

- 2/29 - 3/1/84 - Full Council meeting in Salt Lake City, UT. On-site visits to Indian programs to observe computer instruction for elementary students; NACIE also held public hearings on Title IV;

- 4/10-13/84 - NACIE Legislation Committee conducted on-site visits to Indian schools and Title IV projects on the Pine Ridge Reservation and Rosebud Reservation, SD, and Title IV programs in Rapid City, SD. NACIE received testimony on Title IV at all sites; and

- 9/25-27/84 - Full Council meeting in Santa Fe, NM. NACIE members visited Indian schools and Title IV projects during the three-day session; NACIE also held public hearings on Title IV.

Mandate 4 con't.

HIGHLIGHTS OF TITLE IV TESTIMONY

In fiscal year 1984, NACIE heard testimony throughout the country on how Indian people feel about Title IV programs that affect them. This testimony is a strong endorsement for the various programs funded under Title IV and providing needed services to Indian and Alaska Native youth and adults. NACIE heard testimony from 87 individuals at three meetings of the Council and on-site visits to the Pine Ridge and Rosebud Reservations in South Dakota. The unanimous consensus of those testifying was that Title IV programs work, contribute to the standards of excellence in education for Indian and Alaska Native people, provide vital services, and should without doubt continue to receive funding.

Among the topics addressed specifically in this testimony were the importance of reauthorizing Title IV programs, increasing efforts in computer literacy, and the administrative functions of NACIE and the Department of Education. The great majority of speakers stressed that Title IV programs should be reauthorized. Several speakers gave examples of specific individuals whose lives changed radically for the better through Title IV programs or who achieved their educational goals because of involvement in a Title IV program.

The following highlights of individual testimony will give a view of the issues and concerns of those involved in Title IV programs. Clearly, there is support for these programs and recognition among Indian people that the programs serve a need and fulfill their goals. Based on this support, NACIE again strongly recommends that Title IV continue to be reauthorized.

> "We of the All Indian Pueblo Council, Inc., and its affiliated leaders strongly urge you [NACIE] to assist our education efforts. We are at a point in this country where the public consciousness has arrived at educational issues. We ask that you advocate for Indian education to achieve a level determined by the consciousness of Indian educators comparable to that of the emerging public view."
>
> All Indian Pueblo Council, Inc.
> Santa Fe Full Council Meeting

> "The culture is important to the Indian people as it gives them a sense of identity. This gives just the same to the people through the Adult Education program. I know through my family receiving GEDs and going on into college. That gave us a sense of identity. We were doing something with ourselves and it helps us to live in this world better. It helps to understand the outside [world] more fully, to be able to live in it. This is important to the education of the Indian people."
>
> Amanda War Bonnet, Tutor
> Pine Ridge Reservation
> South Dakota On-site Visits

Mandate 4 con't.

"The future presents us with the challenge of developing programs of leadership and discipline which incorporate and utilize our cultural uniqueness and sameness, so that the world of high technology will not threaten and discourage our youth."

Diane Vendiola
LaConner School District
LaConner, WA
San Jose Full Council Meeting

"The funding reductions have had drastic effects on Title IV, Indian Education Act project staffs. In some cases, staffs are now working below poverty level standards. Their working hours have been reduced and therefore they either lose employee benefits or must personally assume benefit payments. In some cases, the districts are refusing to pay unemployment benefits. The cases where this is happening are not isolated and these situations are not [only] occurring among grantees who are newly funded."

Joyce Reyes, Director
Resource & Evaluation Center III
Seattle, WA
San Jose Full Council Meeting

"Title IV has become a focal point in the community; has created a cohesiveness among the Indian population attributable to a common goal to all -- the education and well-being of the young. We have recognized the importance of properly educating our children."

Rosalie Good Bear, Chairperson
Title IV-A Indian Ed. Parent Cmte.
Rapid City, SD
Salt Lake City Full Council Meeting

"The Little Wound School Board encourages NACIE to concentrate additional efforts on increasing the level of congressional appropriation of Title IV-A funding to support post-secondary training programs (fellowships, teacher training) for Native American participants to meet the ever-increasing need for certified teaching and other professional school personnel (administrators, counselors, psychologists) to provide services in school systems serving Indian students."

Birgil Kills Straight, Exec. Dir.
Little Wound School, Kyle, SD
South Dakota On-site Visits

Mandate 4 con't.

NUMBER OF TIMES ISSUES APPPEARED IN TESTIMONY/NUMBER OF TESTIMONIES GIVEN
FISCAL YEAR 1984
October 1983 through September 1984

SUBJECT OF TESTIMONY	10/21-24/83 San Jose Full Council	2/29-3/1/84 Salt Lake City Full Council	5/11-13/84 South Dakota On-Site	9/25-27/84 Santa Fe Full Council	TOTALS
• Administrative Issues (Studies, Leadership, Surveys)	6/16	4/21	1/23	5/27	16/87
• Budget - Funding Amount and Process	9/16	11/21	4/23	9/27	33/87
• Curriculum (Culturally-Based, Computer, Bilingual)	8/16	7/21	6/23	10/27	31/87
• Dissemination of Information - Communication	6/16	1/21	1/23	5/27	13/87
• Indian Preference - Staffing	6/16	3/21	2/23	4/27	15/87
• Legislation (State vs Federal, Etc.)	5/16	3/21	2/23	6/27	16/87
• Part A	4/16	7/21	0/23	4/27	15/87
• Part B	9/16	5/21	0/23	1/27	15/87
• Part C	3/16	1/21	16/23	2/27	22/87
• Reauthorization	9/16	11/21	11/23	5/27	36/87
• Recommendations	7/16	9/21	2/23	12/27	30/87
• School - Community Relationship	4/16	11/21	6/23	6/27	27/87
• Special Programs	2/16	2/21	2/23	6/27	12/87
• Trust Responsibility	2/16	3/21	1/23	2/27	8/87

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Mandate 5: PROVIDE TECHNICAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES AND TO INDIAN EDUCATION AGENCIES, INSTITUTIONS, AND ORGANIZATIONS TO ASSIST THEM IN IMPROVING THE EDUCATION OF INDIAN CHILDREN.

September 1984:

- Each Council Member was surveyed to determine their priorities for Indian education, for now and for the immediate future (five years). The survey covered nine general areas of formal education with each area having several set-topics to allow specific choices.

Over All Rating - General Areas

	AREAS	RATING
1.	Legislation, Funding, & Program Administration	1.42
2.	Facilities	1.53
3.	Curriculum, Program of Studies	1.57
4.	Staffing	1.59
5.	Instruction	1.60
6.	School Governance (school boards, etc.)	1.60
7.	Students (rights, achievement, etc.)	1.69
8.	Special Support Services (counseling, tutorial, etc.)	1.74
9.	School, Community Relations	1.76

Survey Legend: 1 = high priority
2 = average priority
3 = low priority
4 = not a priority

FY'84 Activities:

- NACIE provided information to Indian education program participants on the progress of the movement toward "Excellence in Education" in the United States. Advised that every change in a state would have a direct bearing on the quality of Indian education;
- NACIE supported and communicated the need for legislation such as the Library Services and Construction Act (P.L. 98-480) and supported each supplemental change to the Math & Science Act (P.L. 98-377);
- NACIE took a strong leadership role to advise Congress about the benefits and importance of the Title IV and the Indian Education Act purposes as they reflect the rights of Indian people;

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Mandate 5 con't.

- NACIE relayed information to Congress to indicate that Title IV should be reauthorized for multiple years;

- NACIE cooperated with the Presidential Commission on Indian Reservation Economies by presenting testimony that studied the importance of education as an early ingredient of economic success in a tribal community; and

- NACIE worked to assist the five Title IV Resource and Evaluation Centers in their planning, workshops, and dissemination activities designed to help improve education for American Indians.

Mandate 6: ASSIST THE SECRETARY OF EDUCATION IN DEVELOPING CRITERIA AND REGULATIONS FOR THE ADMINISTRATION AND EVALUATION OF GRANTS MADE UNDER SECTION 303(b) OF THE ACT OF SEPTEMBER 30, 1950 (P.L. 81-874) AS ADDED BY TITLE IV, PART A OF P.L. 92-318.

FY'84 Activities:

- The Office of Indian Education Programs held regular consultations with NACIE on developing criteria and regulations to administer and evaluate grants under P.L. 92-318, as amended.

Mandate 7: SUBMIT TO CONGRESS NOT LATER THAN MARCH 31 OF EACH YEAR A REPORT ON ITS ACTIVITIES, WHICH SHALL INCLUDE ANY RECOMMENDATIONS IT MAY DEEM NECESSARY FOR THE IMPROVEMENT OF FEDERAL EDUCATION PROGRAMS IN WHICH INDIAN CHILDREN AND ADULTS PARTICIPATE OR FROM WHICH THEY CAN BENEFIT, WHICH REPORT SHALL INCLUDE A STATEMENT OF THE COUNCIL'S RECOMMENDATIONS TO THE SECRETARY WITH RESPECT TO THE FUNDING OF ANY SUCH PROGRAMS.

FY'84 Activities:

- This document is the NACIE 11th Annual Report, for the reporting period October 1, 1983, through September 30, 1984.

Mandate 8: BE CONSULTED BY THE SECRETARY OF EDUCATION REGARDING THE DEFINITION OF THE TERM "INDIAN."

FY'84 Activities:

- NACIE was informed about the contents of Assistant Secretary Lawrence Davenport's letter to Title IV Part A-LEA Superintendents with specific instructions on the requirement for completing the Indian Student Certification Form (ED Form 506).

Mandate 8 con't.

- NACIE agreed that it is important that the Part A-LEA's comply with the procedures for identifying Indian students, to insure effective allocation of Title IV funds.

- See Appendix A for definition of "Indian."

Photo by Bambi Kraus

NACIE members (l to r) Thomas Sawyer, Clarence Skye, Robert Chiago (standing), and Executive Director Lincoln White (seated).

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PART III

RECOMMENDATIONS TO THE UNITED STATES CONGRESS AND TO THE SECRETARY OF EDUCATION

The National Advisory Council on Indian Education (NACIE) recommends:

1. that the Congress of the United States make legislative changes in Public Law 92-318, as amended, to provide "Indian Preference" employment policies for staffing the Title IV Indian Education Programs Office in the Department of Education (Note: This recommendation was included in NACIE's 10th Annual Report. It remains a vital concern.);

2. that the Director of the Indian Education Programs Office and NACIE meet with the Director of the Bureau of Indian Affairs' Indian Education Programs Office on a regular basis. An interagency agreement between the Department of Education and the Department of the Interior would provide adequate communications and coordination, insuring effective programmatic operation of federally funded Indian education programs;

3. that the Title IV Indian Education Programs Office (IEP) be re-designated as an independent agency within the structure of the Department of Education and that the Directorship of IEP be upgraded to that of an Assistant Secretary (Note: IEP had independent status in the Department of Health, Education, and Welfare prior to establishment of the Department of Education.);

4. that the Department of Education - Indian Education Programs Office - continue to support operating the five Title IV Resource and Evaluation Centers as they fulfill their contractual agreements, designed to improve Title IV Indian Education;

5. that the Secretary of Education - Department of Education - work closely with NACIE in recruiting proposal field readers for Title IV Programs. It is further recommended that the slate of Indian field readers be selected so that all 12 of the Bureau of Indian Affairs Areas have representation, and further, that there should be at least two Indian readers on each panel of three;

6. that the Bureau of Indian Affairs' Indian Education Programs Office be given strong support in their movement toward operational change to improve Indian education. NACIE has received testimony from many Indian tribes and people who state that their BIA schools need

    a. increased school funding to compensate for the rising costs of operation and maintenance, due mainly to inflationary factors and/or related increased costs of new or expanded school facilities;

    b. to know their budget allocation for operation and maintenance no later than September 1 of each new school year;

c. to receive their allocated budget funds on a regularly scheduled basis during the school year, with the first payment no later than October 1 of each school year; and,

d. an adjustment in the "Indian Student Equalization Program (ISEP) Formula" that requires a quarterly student count, to insure realistic student enrollments which are essential to effective budgeting and program implementation;

7. that the Congress of the United States and the Administration provide the Indian Education Act of 1972 (P.L. 92-318, as amended) appropriations sufficient to meet current programmatic requirements. Many of these are due to the positive changes in education taking place throughout the nation. (Note: This recommendation was included in NACIE's 10th Annual Report. It remains a vital concern.)

"Abstract Eskimo"
Walter Grossl

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PART IV

TITLE IV - MAJOR COMPONENTS

In 1972, the Indian Education Act (Public Law 92-318) was passed in recognition of the unique educational needs of American Indian and Alaska Native students. This Act concerns the public elementary and secondary education of Indian children and to some extent of adults.

Part A - • Formula grants to local educational agencies (LEAs) determined by the number of Indian children who are enrolled in the schools of the LEA

- supplementary elementary and secondary education programs designed to meet special needs of Indian children
- minor classroom remodeling and equipment

• Discretionary grants to schools on or near reservations that are not LEAs for

- Indian-controlled elementary and secondary schools

Part B - • Discretionary grants to tribal and community organizations, state and local agencies, and federally-supported elementary and secondary schools for children for

- bilingual and bicultural enrichment projects
- dropout prevention projects
- early childhood projects
- educational personnel development
- fellowship program
- guidance and counseling
- procuring instructional materials and equipment
- planning, pilot, and demonstration projects
- remedial and compensatory instruction
- resource and evaluation centers
- special education for the handicapped
- vocational education training

Part C - • Discretionary grants for adult Indian education programs for

- GED preparation programs
- planning, pilot, and demonstration programs
- special programs for adults

Part D - • Program administration to

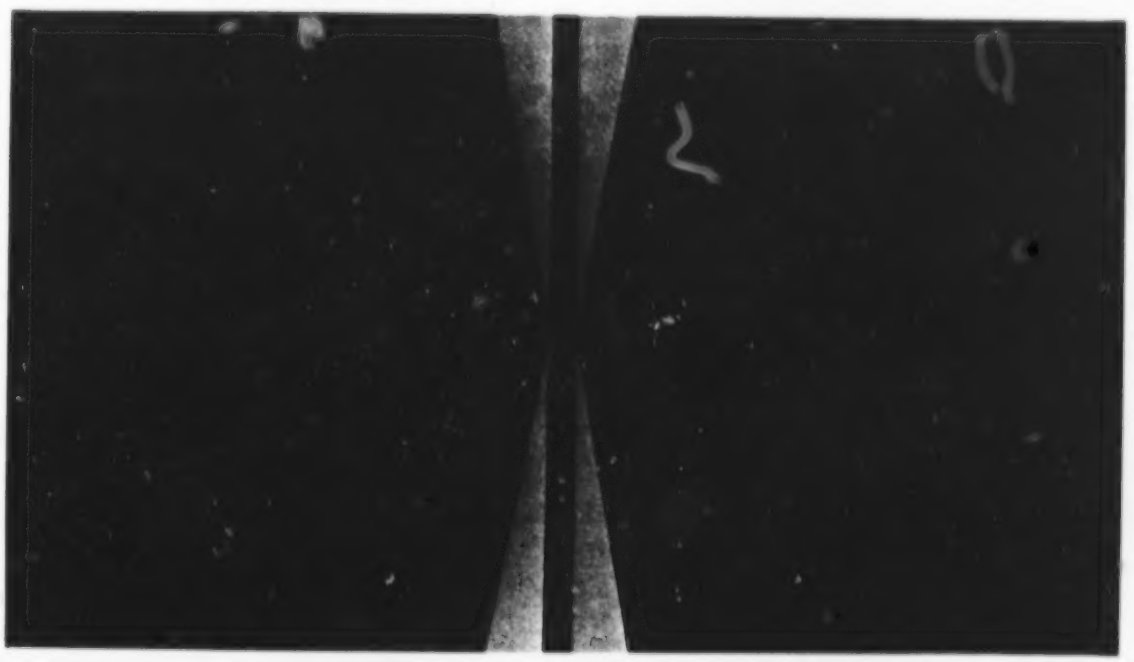
- Operate the Office of Indian Education Programs, U.S. Department of Education, to administer the Indian Education Act
- Operate the National Advisory Council on Indian Education

TITLE IV -- EXEMPLARY PROGRAMS

PROFILE OF PROGRAMS AND FELLOWSHIPS FUNDED IN FY'84

The following section provides an outline of several successful programs funded under Title IV, the Indian Education Act of 1972, during fiscal year 1984, and clearly indicates that such funds are well-spent and well-used. The programs provide a wide range of practical and cultural services to Indian youth who need education, vocational, and cultural training or information. The outlines are presented as only one facet of a successful, needed program.

The Indian Education Programs Office, Department of Education, provided a random sampling of exemplary programs and individuals for the NACIE 11th Annual Report.



"Untitled"
Harvey Herman

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Exemplary Programs con't.

INDIAN EDUCATION ACT RESOURCE AND EVALUATION CENTERS

Five Resource and Evaluation (R&E) Centers across the country are under contract with the U.S. Department of Education to provide services and technical assistance to Indian Education Programs (IEP) grantees, prospective grantees and others. The agencies are: Center One-ORBIS Associates/Native American Resources, Washington, D.C.; Center Two-United Tribes Educational Technical Center, Bismarck, ND; Center Three-United Indians of All Tribes Foundation, Seattle, WA; Center Four-National Indian Training and Research Center, Tempe, AZ; and, Center Five-American Indian Resource Center, Tulsa, OK.

NACIE members were observers at a Center One convocation in July 1984, in Washington, D.C., where participants from the eastern part of the United States spent two days discussing curriculum and accompanying concerns and solutions. In September 1984, when NACIE met in Santa Fe, NM, R&E Center Four helped to arrange site visits for members to the All Indian Pueblo Council, Southwestern Indian Polytechnic Institute (SIPI), and the American Indian Arts Institute (IAIA) to see various Indian education programs in action.

The R&E staffs have developed techniques and materials that blend unique training with Indian culture. While at the University of New Mexico, NACIE members were treated to a presentation of puppets, songs, and storytelling using Indian languages. This technique is effective in teaching culture and history to younger students. On these visits, there has been visibly improved self-image among the Indian students. NACIE feels this is due, in part, to programs such as those being offered by the R&E Centers. Positive self-esteem is important as students advance toward higher achievements.

NACIE commends the Resource and Evaluation Centers (R&E) for their outstanding work in Indian education. Some of the R&E's skilled and dedicated people are shown below.

Photo by Bambi Kraus

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PART A-FORMULA GRANT

"Howell's Indian Educational Program"

Recipient: Howell Public Schools
Howell, Michigan

Amount: $33,557

Students Served: 225

Objectives:
- for 75% of Indian students participating in k-12 tutorial to achieve defined educational need
- for 60% of Indian students participating in k-12 Native American Clubs to gain knowledge and awareness about their Indian heritage and the application of their heritage in today's world
- for 45% of graduating Indian seniors to know about available scholarships and grants and the process necessary to obtain them

Activities:
- tutoring
- Rainbow Club and Rally
- Winter Weekend
- craft classes including Indian heritage lessons
- bake sales and raffles to raise funds for parent committee scholarship
- afternoon potlucks, quarterly and annually

Outcome:
- 43 elementary and middle school children received tutoring
- 76 students in grades 7-11 received information on scholarships, grants, and vocational decision-making
- 19 parents and students participated in completing the booklet "Preparation and Planning: Keys to Your Future"
- 59 elementary students participated in cultural activities
- Rainbow Club members shared their learning with younger children and volunteered at 4-H Handicappers Horseback Riders event
- increased knowledge of cultural heritage

Evaluation Data:
- gain per student was 27.5% in tutoring program, a "highly positive percentile increase per student"
- overwhelmingly positive response to the booklet on vocational information, scholarships, and funds
- very positive response from parents to activities carried out to raise scholarship funds

PART A

"Remedial and Accelerated Instruction in Basic Skills with Increased School Attendance"

Recipient: Polson School District #23
Polson, Montana

Amount: $41,320

Students Served: 191

Objectives:
- to maintain a 96% retention rate for all Indian students
- to maintain a 98% success rate of achievement at the 70% level for Indian students in first grade
- to conduct a parenting class for parents of Indian students in kindergarten and first grade
- to contact 100% of Indian students referred for counseling

Activities:
- counseling and tutoring services
- home/school liaison services
- organizing and conducting parenting classes

Outcome:
- a home/school counselor now serves high school and elementary school students
- teacher aides serve each first-grade classroom
- parenting classes are being conducted for parents of Indian children

Evaluation Data:
- the dropout rate dropped from 15% to 6.75% in three years
- the failure rate of first graders dropped from 22% to 2%

PART A

"Indian Education for Navajo Students"

Recipient: Central Consolidated School District #22
Shiprock, New Mexico

Amount: $677,223

Students Served: 4,749

Objectives:
- to have coordinator implement and monitor cultural and academic programs, including curriculum development
- to test students in oral language program and demonstrate a 15% gain in pre- and post-testing
- for 70% of participating students to complete one project satisfactorily in the art curriculum

Activities:
- conducted training sessions for staff
- tutoring services
- conducted art classes
- developing curriculum

Outcome:
- teachers and aides served in classrooms
- art classes are conducted at seven schools
- curriculum is being developed

Evaluation Data:
- Instructional Activity kits and seven issues of New 22 and Kaleidoscope magazines were produced and disseminated
- there were favorable results from student art work
- 15% gain was achieved in pre- and post-testing in oral language

PART A

"Aleutian Heritage - Resource Book Project"

Recipient: Aleutian Region School District
Anchorage, Alaska

Amount: $31,136

The Aleutian Region School District comprises six communities that are scattered over 1,000 miles along islands and peninsula sites on the Aleutian Chain. In this isolated region, which is noted for its adverse weather conditions, a cultural journalism project helps 97 Aleut students in grades k-12 develop an awareness of their Aleutian heritage and to develop greater social identity. The students interview local informants and conduct library research needed to prepare articles for a cultural publication, Taniisix. Students also produce artwork for the publication. Older students assist younger students in this activity. The student articles are reviewed by the parent committee for accuracy. To date, the students have produced six issues of the publication.

PART A

"Local School Mini-Grant Programs"

Recipient: Los Angeles Unified School District
Los Angeles, California

Amount: $256,936

Students Served: 917

Objectives:
- for 75% of Indian students to gain 50% in knowledge of tribal history, beliefs, and arts
- for 50% of students tutored in reading to gain at least three months in reading
- for 50% of students tutored in math to gain at least three months in math
- to provide in-service training to mini-grant personnel
- to provide parent workshops.

Activities:
- classroom lessons on Indian culture, speakers, demonstrations, and field trips
- in-service workshops
- parent workshops.

Outcome:
- 50 schools submitted proposals to the school district for mini-grants to serve Indian students
- consultants provided cultural activities
- tutors provide assistance in reading and math
- community representatives work with parents.

Evaluation Data:
- at least 75% of Indian students have increased their knowledge of Indian culture by 50%
- 75% of Indian students have gained three months or more in reading, based on standardized and teacher-made tests
- 70% of students have gained three months or more in math, based on standardized and teacher-made tests.

PART A-INDIAN CONTROLLED SCHOOLS

"Navajo Arts and Crafts, Culture, and Livestock Instruction"

Recipient: Rock Point Community School
Chinle, Arizona

Amount Funded: $249,364

Rock Point Community School provides arts and crafts instruction so that students may become involved in traditional Navajo crafts -- silversmithing, weaving, and basketry. They feel that the stronger the cultural ties that people have to their roots, the more stable and adaptable they become in a new environment. Since the community depends on livestock (sheep, cattle, and horses) for its economic needs and because all students have to care for their families' livestock, the students learn animal husbandry, disease control, marketing, and management. Instruction is given in Navajo and English.

PART B-EDUCATIONAL PERSONNEL DEVELOPMENT

"American Indian Leadership Program"

Recipient: Arizona State University
Tempe, Arizona

Amount: $173,338

Students Served: 15

The American Indian Leadership Program emphasizes leadership roles for American Indian graduate students. Through the project, students will earn Master's or PhD degrees in academic areas of Indian education, educational administration and supervision, special education, secondary education, elementary education, counseling education, higher and adult education, educational psychology, and education technology/library science.

PART B

"Project IDEAL"

Recipient: University of North Dakota
Center for Teaching and Learning
Grand Forks, North Dakota

Amount: $137,949

Students Served: 14

This project provides funds for Native Americans to participate in a graduate-level training project in educational administration. The goal is for eight people to earn MEd degrees and six people with BS degrees to complete 10 semester hours toward an MEd/EdD by August 1985. In addition to the coursework, participants attend seminars and on-site experiences on the reservation that emphasize leadership and culture. Participants are members of various Indian tribes. As of January 1985, five people received MEd degrees and two have received PhD degrees.

PART B

"Bilingual/Bicultural Teacher Training"

Recipient: Utah Navajo Development Council
Blanding, Utah

Amount: $66,090

Students Served: 45

This project trains aspiring Indian students in the first two years of college as well as the next two of upper division coursework in teacher education. It helps students graduate with a baccalaureate degree in education to become certified teachers and includes assisting students with the costs of teaching packets, registration, recording fees, and books. It brings instructors from Weber State College (Ogden, UT) and the College of Eastern Utah (Price and Blanding, UT) to San Juan County to help instruct and train students.

PART B

"Wabanaki Curriculum Development"

Recipient: Boston Indian Council, Inc.
105 South Huntington Avenue
Boston, Massachusetts

Amount: $161,401

Teachers Served: 60

This project is the second phase in the Wabanaki Curriculum Development. The purpose of this project is to introduce and test already-developed curriculum materials into a limited number of Boston public schools through training teachers in using the materials and in developing cultural understanding and respect. To accomplish this goal, the project will:

- plan and conduct Teaching Training Workshops which focus on cultural awareness and sensitivity
- improve classroom teachers' knowledge of Wabanaki culture
- introduce curriculum materials through training workshops and by direct classroom demonstration
- revise and disseminate these curriculum materials
- promote using these materials in the classroom
- assess and record results using testing and other evaluative tools
- provide and maintain an ongoing resource center on Native American -- especially Wabanaki -- culture for teachers, administrators, curriculum developers, librarians, students, parents, and Native American community members

The program will conduct a minimum of four teacher-training workshops for each of the three grade level groupings during the project year and will train at least 60 Boston public school teachers, grades k-5.

PART B-SERVICES

"DAYBREAK STAR and QUARTER MOON Readers Student Editorship Project"

Recipient: United Indians of All Tribes Foundation
Seattle, Washington

Amount: $120,549

Students Served: 40

Indian students from various tribes in the Puget Sound area receive after-school instruction and assistance in planning, creating, and editing materials for the culturally relevant publications Daybreak Star (grades 4-6) and Quarter Moon (grades 1-3). The student editors acquire improved reading, language arts, and social studies skills and knowledge of traditional Indian cultures as a result of this learning activity. Approximately 200 additional students in the project area schools receive direct assistance by helping develop special editions of the publications. The student publications currently have a subscribing readership of about 2,500 in the state, region, and nation.

PART C

"Choctaw Adult Education Program"

Recipient: Mississippi Band of Choctaw Indians
Education Department
Philadelphia, Mississippi

Amount: $159,878

The Choctaw Adult Education Program is in its last year of a three-year continuation grant. Through classroom and home-based bilingual instruction it provides educational services for Indian adults to prepare for the GED and/or in occupational awareness. The program service area reaches seven east-central Mississippi counties where there are reservation lands. There are day and evening classes at each site. Literacy instruction (including English language learning, GED instruction, and consumer credit awareness) is part of academic subjects in the regular curriculum.

The project measures community involvement and accountability by attendance at a series of program events including reservation-wide GED graduations, a special student recognition ceremony, Tribal Education Committee meetings, and opinion surveys of students, Tribal government representatives, and community members.

PART C-SERVICES

"Adult Education Program"

Recipient: Affiliation of Arizona Indians, Inc.
Phoenix, Arizona

Amount: $111,300

Students Served: 300

This project provides educational and supportive services to Native American adults seeking to obtain GED certification. A culturally-based Adult Basic Skills Curriculum developed by the Affiliation is used as a basis for individualizing an educational plan for each participant. Workshops, seminars and field trips in the areas of job skills, urban survival skills and personal life coping skills are conducted on a periodic basis. Classes are offered in Pinal County, Navajo County, and Yuma County, Arizona.

INDIAN FELLOWSHIPS

Recipient: **Pandora Sampson**
Rowland, North Carolina

Area of Study: Business Administration
Pembroke State University

Ms. Sampson is a member of the Lumbee Tribe and lives in Rowland, North Carolina, with her grandmother who is her legal guardian. They are farmers and her grandmother receives Social Security. There would be no way, therefore, that she could go to college without financial assistance. Ms. Sampson was an outstanding student at South Robeson High School. She was named the Outstanding Senior, was in Who's Who Among American High School Students, was voted Most Likely to Succeed and the Most Popular, and her academic record was excellent. She has always excelled in mathematics. Pembroke State University was delighted to have her as a student majoring in business administration to become an accountant-CPA.

She knows there are no Indians in her community who are CPAs or even accountants. She feels that once she has obtained her goals, it would be beneficial to Native Americans to know that there was one among them qualified to work as a professional, in addition to working on farms and in factories. Without assistance from the Fellowship Program, Ms. Sampson would not have been able to do as well as she has in her studies at Pembroke State.

Recipient: **Baptiste B. Shunatona, III**
Ada, Oklahoma

Area of Study: Medicine
Harvard Medical School

Mr. Shunatona is of Creek-Otoe-Missouri-Pawnee Indian blood. He was born in Oklahoma City 26 years ago, obtained a BA degree from Rice University and went directly from there to Harvard Medical School. While attending Rice University, he was a Board of Governors Scholar and was on the President's Honor Roll during all his four years at the university. He was elected to Phi Lambda Upsilon (a national chemical society) and Phi Beta Kappa. He received his MD in the spring of 1985.

During the summer of 1980, Mr. Shunatona worked at the Chickasaw Nation Headquarters at the Youth Conservation Corps Camp as a leader and received an endorsement from the camp director. He held various jobs during other summers, not pertaining to medicine, but he feels that work has given him the ability to work for and with others. His home is in Ada, Oklahoma, where he has applied for work during the summer of 1985 at the Carl Albert Indian Hospital. His interests are in primary care which is a particular valuable service to Indians.

Recipient: Sarah Margaret Sneed
Cambridge, Massachusetts

Area of Study: Law
Harvard Law School

Ms. Sneed is an Eastern Cherokee Indian who was born in North Carolina, but lived in Boulder, Colorado, and attended Stanford University and the University of Colorado, where she earned her BA degree in history with a 3.19 grade point average. She currently studies law at the Harvard Law School. Although the competition is keen at Harvard, Ms. Sneed maintained her high quality of achievement during her first semester there.

Ms. Sneed is concerned about American Indians, their education, employment rights, natural resource development, and the many complexities of Federal-Indian relationships. All of her work experience has been Indian-related. By becoming a lawyer, with her past work experience, she will be qualified to help Indian people solve their unique problems and become self-sufficient.

Recipient: Pete Gary Coser
Tahlequah, Oklahmoa

Area of Study: Education
University of Arkansas

Mr. Coser was born in Okmulgee, Oklahoma, and is a full-blooded Creek. He received his PhD in education in the spring of 1985 at the University of Arkansas. Mr. Coser received his bachelor's and master's degrees from Southeastern Oklahoma State University where he was on the Dean's Honor Roll and won two scholarships. He has extensive teaching and consultant experience, as well as extensive involvement and service to Indian students.

He is a member of the National Indian Education Association, the Oklahoma Education Association, the Texas Education Association, the Dallas Teacher Education Association, the Dickson Teacher Association, and is a former member of the National Education Association. Mr. Coser wants to continue to develop himself morally and professionally so that he can provide Indian students with cultural knowledge and professional academic training to assist in their development. He wants to serve as a role model to Indian students. Mr. Coser has said that the Indian Fellowship Program is the most vital segment of the Indian Education Program.

Recipient: Daniel Earl Ammon
San Jose, California

Area of Study: Engineering
Rensselaer Polytechnic Institute

Mr. Ammon is a Hupa Indian and lives in San Jose, California. He attends Rensselaer Polytechnic Institute and plans to transfer to Stanford University or California Technical Institute, which are close to his residence and have excellent engineering programs. His grade point averages in high school and in college have been 3.0-3.5; mathematics and science are his areas of expertise. In four mathematics contests, he has placed either first or second. His ultimate goal is to obtain a master's degree in engineering and to own and operate a computer store. Mr. Ammon maintains an interest in Indian children, whom he plans to counsel and tutor after he obtains his master's degree. He plans to set an example for them to follow.

"Eagle Dancer"
Acee Blue Eagle
(Part of IAIA Permanent Collection)

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Part V

GLOSSARY

BIA	Bureau of Indian Affairs
FORM 506	Title IV Indian Eligibility Certificate
GED	General Equivalency Diploma
EPD	Educational Personnel Development
IEA	Indian Education Act
IEP	Indian Education Program
LEA	Local Education Agency
NACIE	National Advisory Council on Indian Education
NON-LEA	Indian Controlled Schools - Contract
OMB	Office of Management and Budget
PPD	Planning, Pilot, and Demonstration Project
TITLE IV	Title IV of Public Law 92-318
INDIAN	American Indian or Alaska Native (See definition, Appendix A)

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APPENDIX A

DEFINITION

Sec. 453 [Title IV, P.L. 92-318]: For the purpose of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."

Photo by Bambi Kraus

(1 to r) Department of Education official John Sam speaking with NACIE Executive Director Lincoln White, and Diane Vines (far right), of the Department of Education, speaking with Santa Fe Full Council Meeting attendee.

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APPENDIX B

TITLE IV FISCAL YEAR 1984 FUNDING ON A STATE-BY-STATE BASIS FOR PARTS A, A (NON-LEA), B, AND C AND INDIAN FELLOWSHIP

The following pages include five tables showing a state-by-state distribution of funds awarded to Title IV grantees in Parts A, A--Non-LEA (Indian Controlled Schools), B, C, and the Indian Fellowships for Fiscal Year 1984. These programs and Fellowships are managed by the Indian Education Program within the Office of Elementary and Secondary Education in the U. S. Department of Education (ED). This data comes from ED records and represents actual expenditures.

It should be noted that expenditures fluctuated over the years but never reached the authorization levels originally established by the Congress. NACIE strongly urges that, in view of the documented success of the programs funded by P.L. 92-318, funding levels be raised or at least retained at the current amounts.

A SUMMARY OF FEDERAL FUNDS APPROPRIATED BY THE CONGRESS OF THE UNITED STATES IN SUPPORT OF TITLE IV-THE INDIAN EDUCATION ACT OF 1972

(IN THOUSANDS OF DOLLARS)

Fiscal Year	Part A	Part B	Part C	ADMIN.	TOTAL
1973	$11,500	$ 5,000	$ 500	$1,000	$18,000
1974	25,000	12,000	3,000	1,759	41,759
1975	25,000	12,000	3,000	2,000	42,000
1976	35,000	16,000	4,000	2,055	57,055
1977	37,000	14,080	4,200	1,932	57,212
1978	38,850	14,400	4,410	2,072	59,732
1979	48,000	15,500	5,930	2,305	71,735
1980	52,000	15,600	5,830	2,470	75,900
1981	58,250	14,500	5,430	3,500	81,680
1982	54,960	14,880	5,213	2,799	77,852
1983	48,465	12,600	5,531	2,589	69,185
1984	50,900	12,000	3,000	2,880	68,780
1985	50,323	11,760	2,940	2,381	67,404

TABLE 1

TITLE IV, PART A -- LOCAL EDUCATIONAL AGENCIES (LEA)
STATE-BY-STATE DISTRIBUTION OF FY 1984 FUNDS

State	Number of Grants	Amount
ALABAMA	9	$ 808,683
ALASKA	46	6,585,634
ARIZONA	65	4,264,162
ARKANSAS	2	121,794
CALIFORNIA	131	3,878,623
COLORADO	6	230,317
CONNECTICUT	3	34,870
FLORIDA	6	66,832
HAWAII	1	12,146
IDAHO	12	206,992
ILLINOIS	2	122,844
INDIANA	2	7,253
IOWA	4	95,102
KANSAS	8	197,896
LOUISIANA	6	368,097
MAINE	4	41,836
MARYLAND	6	164,589
MASSACHUSETTS	2	70,953
MICHIGAN	86	2,120,182
MINNESOTA	53	1,566,768
MISSISSIPPI	5	16,951
MISSOURI	1	2,689
MONTANA	40	1,641,475
NEBRASKA	9	260,836
NEVADA	10	330,406
NEW JERSEY	3	57,915
NEW MEXICO	26	3,457,638
NEW YORK	16	994,116
NORTH CAROLINA	24	1,756,365
NORTH DAKOTA	20	665,394
OHIO	3	94,086
OKLAHOMA	306	9,940,173
OREGON	22	836,760
RHODE ISLAND	2	27,321
SOUTH DAKOTA	30	1,301,449
TEXAS	3	93,374
UTAH	14	510,798
VERMONT	1	56,285
VIRGINIA	2	18,072
WASHINGTON	74	2,104,065
WISCONSIN	40	997,951
WYOMING	7	280,308
TOTAL	1,112	$46,400,000

Note: No applications received from states not listed.

TABLE 2

TITLE IV, PART A -- INDIAN CONTROLLED SCHOOLS (NON-LEA)
STATE-BY-STATE DISTRIBUTION OF FY 1984 FUNDS

State	Number of Grants	Amount
ARIZONA	1	$ 248,394
KANSAS	1	172,358
MINNESOTA	4	653,307
MONTANA	3	433,866
NEVADA	1	104,367
NEW MEXICO	5	716,017
NORTH DAKOTA	1	282,099
SOUTH DAKOTA	6	1,080,465
WASHINGTON	1	217,122
WISCONSIN	1	82,061
WYOMING	2	509,944
TOTAL	26	$ 4,500,000

TABLE 3

TITLE IV, PART B
STATE-BY-STATE DISTRIBUTION OF FY 1984 FUNDS

State	Number of Grants	Amount
ALASKA	1	$ 133,848
ARIZONA	3	494,257
CALIFORNIA	2	295,415
COLORADO	1	152,294
MASSACHUSETTS	3	560,403
MINNESOTA	8	1,570,060
MISSISSIPPI	2	241,582
MONTANA	3	394,052
NEBRASKA	1	60,192
NEW MEXICO	3	279,324
NEW YORK	1	116,342
NORTH CAROLINA	2	505,387
NORTH DAKOTA	1	137,949
OKLAHOMA	5	587,654
PENNSYLVANIA	1	246,157
SOUTH DAKOTA	2	304,654
UTAH	4	530,805
VERMONT	1	75,772
WASHINGTON	5	821,386
WISCONSIN	7	908,676
TOTAL	56	$ 8,416,209

Note: No applications received from states not listed.

TABLE 4

TITLE IV, PART C
STATE-BY-STATE DISTRIBUTION OF FY 1984 FUNDS

State	Number of Grants	Amount
ALASKA	3	$ 307,203
ARIZONA	4	502,685
CALIFORNIA	1	63,533
COLORADO	1	147,711
IDAHO	1	88,435
MASSACHUSETTS	1	392,000
MINNESOTA	7	851,884
MISSISSIPPI	1	159,878
MONTANA	6	663,602
NEVADA	1	41,805
NEW MEXICO	2	95,512
NEW YORK	1	43,934
NORTH CAROLINA	2	281,267
NORTH DAKOTA	1	95,763
OKLAHOMA	1	94,072
OREGON	1	89,753
SOUTH DAKOTA	4	203,315
UTAH	1	96,884
VERMONT	2	84,184
WASHINGTON	5	596,256
WISCONSIN	1	37,324
TOTAL	47	$ 4,937,000

Note: No applications received from states not listed.

TABLE 5

TITLE IV, INDIAN FELLOWSHIP PROGRAM
STATE-BY-STATE DISTRIBUTION OF FY 1984 FUNDS

State	Number of Fellows	Funds Obligated
ALABAMA	2	$ 4,907
ARIZONA	8	35,988
ARKANSAS	3	16,389
CALIFORNIA	16	127,630
COLORADO	2	19,873
CONNECTICUT	1	2,150
DISTRICT OF COLUMBIA	3	31,204
FLORIDA	2	10,177
GEORGIA	3	18,472
IDAHO	2	9,155
ILLINOIS	1	10,677
INDIANA	2	7,811
IOWA	2	15,540
KANSAS	3	12,447
MARYLAND	1	1,217
MASSACHUSETTS	18	179,875
MICHIGAN	10	103,371
MINNESOTA	8	61,544
MISSOURI	2	23,526
MONTANA	7	32,879
NEBRASKA	1	3,413
NEVADA	1	492
NEW MEXICO	7	42,753
NEW YORK	13	102,034
NORTH CAROLINA	40	159,147
NORTH DAKOTA	3	28,711
OKLAHOMA	27	107,078
OREGON	2	5,956
PENNSYLVANIA	7	76,452
SOUTH CAROLINA	1	7,342
SOUTH DAKOTA	4	28,081
TENNESSEE	2	6,153
TEXAS	5	23,806
WASHINGTON	11	77,526
WISCONSIN	3	27,526
WYOMING	4	17,427
TOTAL	227	$1,439,027

Note: No applications received from states not listed.

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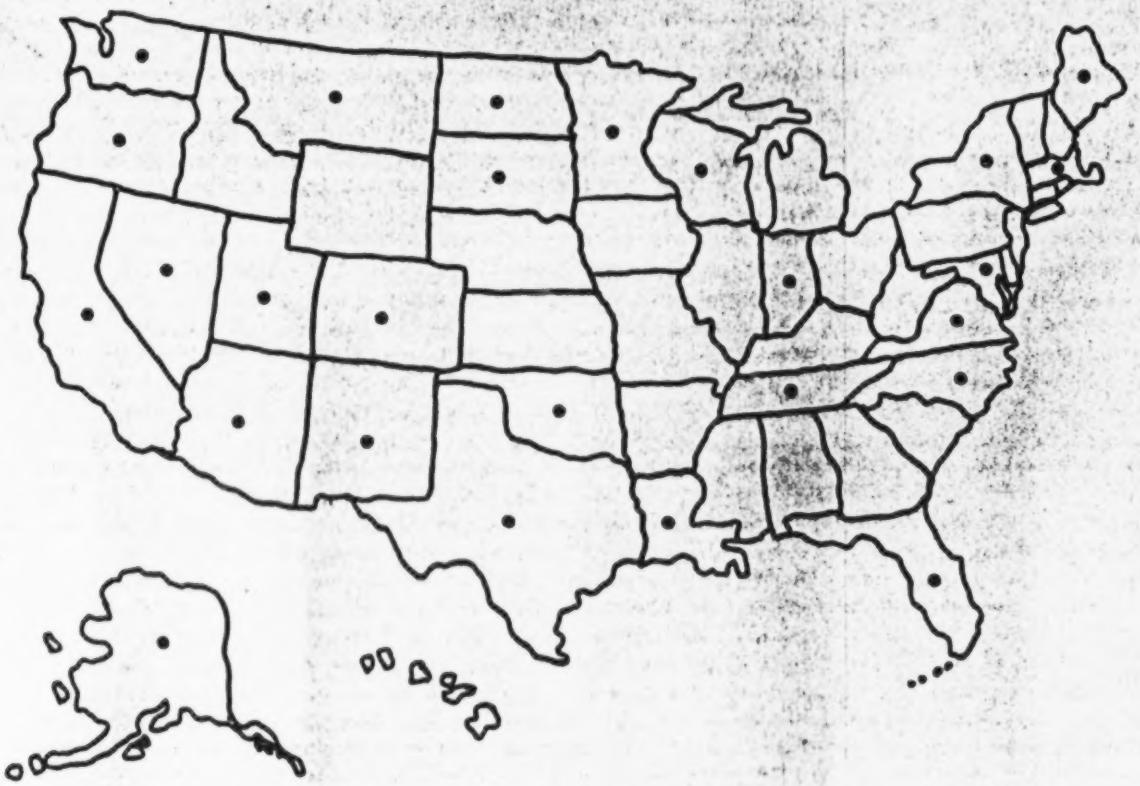
MAP

LOCATIONS AND DATES OF NACIE FULL COUNCIL MEETINGS



• = state in which meeting was held

Washington, DC, May 19-22, 1973
Washington, DC, June 16-21, 1973
San Francisco, CA, July 25-29, 1973
Denver, CO, August 23-24, 1973
Billings, MT,, October 23-24, 1973
Washington, DC, November 17-19, 1973
Washington, DC, February 20-22, 1974
Albuquerque, NM, March 30-31, 1974
New Orleans, LA, May 10-12, 1974
Washington, DC, June 17-18, 1974
Anchorage, AK, July 18-21, 1974
Oklahoma City, OK, Oct. 18-20, 1974
Orlando, FL, December 13-15, 1974
Denver, CO, May 30-June 1, 1975
Bismarck, ND, June 26-29, 1975
Rochester, NY, August 1-3, 1975
Seattle, WA, October 16-19, 1975
Reno, NV, January 15-18, 1976
Silver Spring, MD, April 9-11, 1976
Arlington, VA, May 7-9, 1976
Green Bay, WI, June 17-20, 1976
Washington, DC, August 6-8, 1976
Raleigh, NC, September 17-19, 1976
Washington, DC, October 27-29, 1976
Tucson, AZ, January 27-29, 1977
Washington, DC, March 4-6, 1977
Washington, DC, July 8-10, 1977
Dallas, TX, September 17-19, 1977
St. Paul, MN, November 4-6, 1977
Washington, DC, April 7-9, 1978
Washington, DC, August 24-26, 1978
Denver, CO , September, 15-17, 1978
Tulsa, OK, Nov. 30-Dec. 2, 1978
Billings, MT, May 19-21, 1978
Washington, DC, January 18-20, 1979
Washington, DC, April 19-22, 1979
Bangor, ME, July 16-18, 1979
Denver, CO, Nov. 30-Dec. 2, 1979
Raleigh, NC, March 7-9, 1980
Rapid City, SD, May 20-22, 1980
Dallas, TX, October 17-19, 1980
Washington, DC, January 9-11, 1981
Anchorage, AK, May 1-3, 1981
Portland, OR, October 9-11, 1981
Nashville, TN, January 8-10, 1982
Cambridge, MA, April 17-19, 1982
Washington, DC, May 9-11, 1983
Washington, DC, August 10-12, 1983
San Jose, CA, October 21-24, 1983
Salt Lake City, UT, Feb. 29-Mar. 1, 1984
Santa Fe, NM, September 25-27, 1984

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